

Inspection of Stepping Stones Day Nursery

99 Church Road, Urmston, Manchester, Lancashire M41 9FJ

Inspection date: 22 January 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and say they feel loved in this friendly nursery. Staff offer kind and caring relationships to children and their families. This helps all babies and children to feel secure and settled in the nursery. From the basis of these strong relationships staff get to know children well and can provide care and education to meet their individual needs.

Since the last inspection the provider has made improvements. Leaders have introduced a clear and sequenced curriculum. The processes for effective professional development for staff have been implemented. These changes have helped staff to provide a higher quality of education for children. As a result, children are making good progress in their learning and development. For example, babies learn the actions of their favourite rhymes. Toddlers master how to move their bodies and the oldest children confidently talk about their feelings. Children are well prepared for the next steps in their education.

Staff are positive role models. Children learn to behave co-operatively with one another. For instance, children wait patiently for their turns and talk kindly to others. Children particularly enjoy exploring the exciting outdoor area that has been designed to stimulate their senses. Children smile as they splash in puddles and spot planes in the sky.

What does the early years setting do well and what does it need to do better?

- The provider has developed an ambitious curriculum that fosters independence and positive attitudes in children. The focus of the curriculum is now understood by all staff, as such they deliver it well. Children benefit from activities and opportunities that help them to gain the physical, cognitive, language, and social-emotional skills they need.
- Staff incorporate opportunities for children to develop their independence skills throughout the care routines. For example, staff teach children how to wash their hands and faces and how to clear their equipment after meals. Developing independence skills such as these helps children to develop confidence in their own abilities.
- Leaders have put in place individual professional development plans for each member of staff. This has enabled staff to understand the providers curriculum intent. This means that most staff know what they need to do to improve their work with the children and families. However, leaders do not always accurately assess all staff's training needs. Therefore, occasionally some staff's interactions with children do not promote learning as effectively.
- Staff plan group activities to engage children in developing their language and literacy skills such as singing and rhyme time. However, staff do not have the

skills they need to effectively and consistently help children to listen and concentrate. This means some children lose interest and do not benefit fully from these experiences.

- Leaders and staff work closely with a range of professionals to support children who have special educational needs and/or disabilities. They identify the needs of children and provide individualised support such as one-to-one sessions to focus on the child's individual targets. This means that children get the early help that they need to make progress.
- Children's strong physical development is prioritised and well supported. Staff provide a range of activities to help children develop gross and fine motor control. For example, toddlers enjoy the challenge of negotiating an indoor climbing frame. They show advanced skills in safely navigating the steps and ramp. Older children are taught how to hold a paint brush effectively to gain increasing control as they make marks. Consequently, children develop the physical dexterity they need for future learning.
- Parents are valued by the nursery team. Staff understand the importance of developing positive relationships with families. Staff encourage parents to undertake activities at home, such as bird spotting. This helps parents to engage in their children's learning. Parents report that they feel well informed about their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support staff to develop their teaching skills to help children learn how to concentrate and listen during group activities
- continue to develop the professional development programme for staff to help staff receive individualised and relevant coaching that helps them to continually improve outcomes for children.

Setting details

Unique reference number	EY318335
Local authority	Trafford
Inspection number	10334912
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	65
Number of children on roll	41
Name of registered person	Stepping Stones Nurseries Limited
Registered person unique reference number	RP535314
Telephone number	0161 748 0963
Date of previous inspection	13 February 2024

Information about this early years setting

Stepping Stones Day Nursery registered in 2006 and is located in Urmston. The nursery employs 10 members of childcare staff. Of these, one member of staff holds a qualification at level 4, six hold qualifications at level 3, and one member of staff holds a qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education places.

Information about this inspection

Inspector

Lois Hulley

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during a group activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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